

SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



Committed to Excellence

Course Name: Writing	Grade Level(s): 2
BOE Adoption Date: October 2017	Revised Date (s):

ABSTRACT

In second grade, students are feeling powerful as readers as well as writers. Second graders will be learning to true stories, science investigations and lab reports and beginning to write about reading throughout the year. Students will learn to take everyday events from their lives and make them into focused, well-structured stories. Second graders will be learning to stretch out small moments by adding explicit details in their writing. In informational writing this year, second graders will be designing and writing about experiments and scientific information learned from those experiments. Lastly, students will begin to read closely and identify evidence from texts to write persuasive arguments about a text. Of course, all of this work will be done by thinking, talking and interacting with peers within the classroom as well as analyzing mentor texts as we know this is the best way young children learn to write.

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Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including the Every Student Succeeds Act (ESSA), the New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Curriculum and Instruction Goals

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of the Shared Curriculum Service with Kingsway Regional School District

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJ SLS) for mathematics and English-Language Arts as well as the New Jersey Student Learning Standards (NJ SLS) for all other core disciplines. It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move on to the middle and high school level. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based

assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

as well as in life.

How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
2. **Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms. <http://www.udlcenter.org/aboutudl>
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential

questions within each unit in this document. <http://www.ascd.org>

4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document. <http://www.ascd.org>
5. **Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson. <http://www.marzanocenter.com>
8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJCCCS and CCSS are noted within each unit. <http://www.marzanocenter.com>
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately. <http://www.marzanoresearch.com>
10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses. <http://www.state.nj.us/education/modelcurriculum/>
11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a "model" for which districts can properly implement the **New Jersey Student Learning Standards (NJ SLS)** and New Jersey Core Curriculum Content

Standards by providing an example from which to work and/or a product for implementation.
<http://www.state.nj.us/education/modelcurriculum/>

12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.
13. **Performance Assessment(s):** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
14. **Standard(s):** Academic standards, from which the curriculum is built, are statements that of what students "should know" or "be able to do" upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
<http://www.state.nj.us/njded/cccs/>
 - **State: New Jersey Student Learning Standards (NJ SLS)** include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*
 - **New Jersey Student Learning Standards (NJ SLS):** Standards for mathematics and English-language arts literacy are part of the Common Core State Standards (CCSS) which are nationally adopted standards coordinated by the Council of Chief States School Officers (CCSSO) and the National Governor's Association (NGA) in partnership with other national organizations.
15. **Summative Assessment(s):** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
16. **21st Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21st century themes; learning and innovation skills; information, media and technology skills;

and life and career skills. These concepts are embedded in each unit of the curriculum. <http://www.p21.org/our-work/p21-framework>

Proficiencies and Pacing:

Course Name: Second Grade Writing

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 1: Lessons from the Masters	September to November 8 weeks	NJSLS.W.2.3, NJSLS.W.2.5, NJSLS.W.2.7, NJSLS.W.2.8, NJSLS.W.2.10, NJSLS.W.3.3.a.b	<ul style="list-style-type: none"> Students will be able to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (6 weeks) 	Bend 1 <ul style="list-style-type: none"> Students will understand that writers learn to write stories by studying the craft of mentor authors. (DOK 2) Students will understand that writers capture everyday moments and save them as possible story ideas to write later. (DOK 2) Students will be able to zoom in on a small moment in their stories, magnifying it with details. (DOK 2) Students will understand that writers spend lots of time writing and rewriting their endings, working hard to bring their stories to a satisfying conclusion. (DOK 3) Students will be able to set goals to improve their writing. (DOK 3) Bend 2 <ul style="list-style-type: none"> Students will understand that writers write for different intents (i.e., to feel a particular emotion, to make them laugh etc.) (DOK 4)
		NJSLS.RL.2.1, NJSLS.RL.2.2, NJSLS.RL.2.3, NJSLS.RL.2.4, NJSLS.RL.2.5, NJSLS.RL.2.7, NJSLS.RL.2.10, NJSLS.W.3.1, NJSLS.W.3.4	Bend 1 <ul style="list-style-type: none"> Students will be able to write a small moment with greater detail by stretching out and magnifying their small moment. (2 weeks) 	
		--	<ul style="list-style-type: none"> Students will be able to craft powerful beginnings and endings. (2 weeks) 	
		NJSLS.RF.2.3, NJSLS.RF.2.4		
		NJSLS.SL.2.1, NJSLS.SL.2.2, NJSLS.SL.2.3, NJSLS.SI.2.4, NJSLS.SL.2.6	Bend 2 <ul style="list-style-type: none"> Students will be able to analyze author's craft through the use of a mentor text focusing on imagery and literary language. (3 weeks) 	
		NJSLS.L.2.1, NJSLS.L.2.2, NJSLS.L.2.3, NJSLS.L.2.5, NJSLS.L.2.6, NJSLS.L.3.3.a.c, NJSLS.L.3.5.a	<ul style="list-style-type: none"> Students will understand why an author uses a particular craft move. (3 weeks) Students will revise their writing paying attention to word choice and language. (3 week) Bend 3 <ul style="list-style-type: none"> Students will be able to write 	

			<p>with increasing independence. (1 week)</p> <ul style="list-style-type: none"> Students will be able to revise and edit their writing to make it as clear and as powerful as it can be. (1 week) 	<ul style="list-style-type: none"> Students will be able to revise their writing to bring out their intention for writing. (DOK 2) Students will be able to use book as writing resources. (DOK 2) Students will be able to try out craft moves learned from mentor authors in their own writing. (DOK 2) Students will be able to add drama to their stories by writing clues. (DOK 3) Students will be able to revise their writing to make sure that they've emulated craft moves in ways that make sense. (DOK 2) Students will be able to edit for standard conventions as well as for the way their writing sounds. (DOK 3) Students will be able to add precise, beautiful language to their writing. (DOK 2) Students will be able to use editing checklists and writing partners to make sure their writing is ready to be published. (DOK 2) <p>Bend 3</p> <ul style="list-style-type: none"> Students will understand that writers can learn from
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				<p>any mentor author, at any time. (DOK 3)</p> <ul style="list-style-type: none"> Students will be able to try new things in their writing, and then decide if the new things they tried worked. (DOK 2) Students will be able to use a writing partner to revise their writing so that it is as good as it can be. (DOK 2) Students will be able to check their spelling, punctuation, and word choice in their writing to make sure it is easy to read. (DOK 2) Students will celebrate their work by sharing their writing with an audience.
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Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 2: Writing About Reading (Opinion)	November through January 8 weeks	NJSLS.W.2.1, NJSLS.W.2.5, NJSLS.W.2.6, NJSLS.W.2.7, NJSLS.W.2.8, NJSLS.W.3.1	<ul style="list-style-type: none"> Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (6 weeks) Bend 1 (2.5 weeks)	<ul style="list-style-type: none"> Students will understand that writers are often inspired by their reading and reach out to others to share their ideas about characters. (DOK 2) Students will be able to use conversations as rehearsals for writing. (DOK 1)
		NJSLS.RL.2.1, NJSLS.RL.2.2, NJSLS.RL.2.3, NJSLS.RL.2.4, NJSLS.RL.2.5, NJSLS.RL.2.7, NJSLS.RL.2.10, NJSLS.RL.3.1, NJSLS.RL.3.2, NJSLS.RL.3.3, NJSLS.RL.3.5, NJSLS.RL.3.9		

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
		--	<ul style="list-style-type: none"> Students will be able to draft letters that depict their opinion about the characters they've read in books. Students will be able to formulate their own opinion, support their ideas by providing reasons and details as well as evidence from the text. 	<ul style="list-style-type: none"> Students will be able to look closely at the pictures in their books to help them develop opinions. (DOK 1) Students will understand that writers who write about books often need to retell part of the story in order to help their readers fully understand their opinion. (DOK 2) Students will be able to write with a specific audience in mind. (DOK 3) Students will be able to use a checklist and set goals for themselves to become even better opinion writers. (DOK 3)
		NJSLS.RF.2.3, NJSLS.RF.2.4		
		NJSLS.SL.2.1, NJSLS.SL.2.2 , NJSLS.SL.2.4 , NJSLS.SL.2.5 , NJSLS.SL.2.6		
		NJSLS.L.2.1 , NJSLS.L.2.2 , NJSLS.L.2.3 , NJSLS.L.2.6 , NJSLS.L.3.1. i , NJSLS. L.3.2.a , NJSLS.L.3.3 , NJSLS.L.3.6		
			Bend 2 (1.5 weeks) <ul style="list-style-type: none"> Students will be able to read a text closely to gather more evidence to support their opinion. Bend 3 (2 weeks) <ul style="list-style-type: none"> Students will be able to write an essay to persuade others that their favorite books are worthy of awards. 	Bend 2 <ul style="list-style-type: none"> Students will be able to make their writing stronger by writing opinions about more than one part of the book and planning for different parts of their letter before drafting. (DOK 3) Students will be able to read closely and carefully, paging attention to details in order to effectively write an opinion piece. (DOK 3)

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
				<ul style="list-style-type: none"> Students will be able to support their opinions by looking for multiple pieces of evidence to support each idea. (DOK 3) Students will be able to use a mentor texts when they have a question about writing. (DOK 2) Students will be able to use a mentor text to determine how and why an author uses capital letters. (DOK 2) Students will be able to add extras such as big words in their book to make it more interesting (DOK3) <p>Bend 3</p> <ul style="list-style-type: none"> Students will understand that writers of nominations choose topics that they have strong opinions about, making cases for them by including evidence. (DOK 3) Students will be able to use specific evidence form the book to support their thinking. (DOK 3) Students will be able to make comparisons to support their opinions. (DOK 2)

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
				<ul style="list-style-type: none"> Students will be able to use mid-sentence punctuation to help highlight ideas for their readers. (DOK 2) Students will be able to study mentor texts to incorporate what they have learned in their introductions and conclusions. (DOK 3) Students will be able to self-assess and set goals for themselves to improve as writers. (DOK 3) Students will understand that when writers meet one writing goal, they set a new goal for themselves. (DOK 3) Students will celebrate their work by sharing their writing with an audience.

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 3: Lab Reports and Science Books	January through March 8 weeks	NJSLS.W.2.2, NJSLS.W.2.5, NJSLS.W.2.6, NJSLS.W.2.7, NJSLS.W.2.8, NJSLS.W.3.2, NJSLS.W.3.3, NJSLS.W.3.4, NJSLS.W.3.5, NJSLS.W.3.7, NJSLS.W.3.8, NJSLS.W.3.10	<ul style="list-style-type: none"> Students will be able to write informative/explanatory texts to examine and convey complex ideas 	Bend 1 <ul style="list-style-type: none"> Students will understand that scientists study the world around them, pose questions, and hypotheses,

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
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		NJSLS.RI.2.1, NJSLS.RI.2.2, NJSLS.RI.2.3, NJSLS.RI.2.4, NJSLS.RI.2.6, NJSLS.RI.2.7, NJSLS.RI.2.8, NJSLS.RI.2.9, NJSLS.RI.2.10, NJSLS.RI.3.1, NJSLS.RI.3.2, NJSLS.RI.3.3.b, NJSLS.RI.3.4, NJSLS.RI.3.7, NJSLS.RI.3.8	and information clearly and accurately through the effective selection, organization, and analysis of content. (6 weeks)	conduct experiments, and write about their results in lab reports. (DOK 2)
		NJSLS.RF.2.3, NJSLS.RF.2.4	Bend 1 (2 weeks)	<ul style="list-style-type: none"> Students will be able to study mentor texts and analyze what the author has done that they could try in their writing. (DOK 3)
		NJSLS.SL.2.1, NJSLS.SL.2.2, NJSLS.SL.2.4, NJSLS.SL.3.1, NJSLS.SL.3.3, NJSLS.SL.3.4, NJSLS.SL.3.5	<ul style="list-style-type: none"> Students will be able to formulate a question and design and conduct an experiment. Students will be able to formulate a hypothesis, list procedures, write, results of the experiment and their conclusions in a lab report booklet. 	<ul style="list-style-type: none"> Students will understand that scientists decide on a question they want to find out about and then plan and test their question with an experiment, recording all the steps as they go. (DOK 4)
		NJSLS.L.2.1, NJSLS.L.2.2, NJSLS.L.2.3, NJSLS.L.2.4, NJSLS.L.2.5, NJSLS.L.2.6, NJSLS.L.3.2.g, NJSLS.L.3.6	Bend 2 (1.5 weeks) <ul style="list-style-type: none"> Students will be able to write to teach others about their experiments. Bend 3 (2.5 weeks) <ul style="list-style-type: none"> Students will be able to write an informational book that teaches readers all about a topic the writer knows well. 	<ul style="list-style-type: none"> Students will understand that scientists spend a lot of time writing and thinking about their conclusions. (DOK 2) Students will be understanding that scientists improve their writing by learning more science and then revising their writing based on what they've learned. (DOK 2) Students will be able to self-assess and set goals for themselves to improve as writers of informational texts.

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
				<p>Bend 2</p> <ul style="list-style-type: none"> • Students will be able to bring all they know about writing and conduct precise and replicable experiments. (DOK 3) • Students will be able to look to mentor texts for ideas about how to organize their writing. (DOK 2) • Students will be able to compare the results of their experiments against other scientists' results. (DOK 2) • Students will be able to use their initial results and writing to generate new experiments. (DOK 2) • Students will be able to use domain-specific language when speaking and writing about their topics. (DOK 2) <p>Bend 3</p> <ul style="list-style-type: none"> • Students will understand that writers choose topics that they know a lot about and are experts on to write informational books. (DOK 2) • Students will be able to draft the chapters of their book by looking back at

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
				<p>their tables of contents and their plans and deciding what they will write first, then next. (DOK 3)</p> <ul style="list-style-type: none"> • Students will be able to look at mentor texts to find ideas for their own writing. (DOK 2) • Students will be able to use comparison in their information books. (DOK 3) • Students will be able to use the following strategies to share hard-to-understand concepts: <ul style="list-style-type: none"> ○ Slowing down the writing. ○ Magnifying pictures or images ○ Drawing pictures to show the insides of objects. • Students will be able to craft introductions that grab their readers' attention. (DOK 3) • Students will be able to write conclusions that highlight key information about their topics. (DOK 3) • Students will be able to edit their books by rereading and making their writing

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
				<p>easier to read, inserting capitals, commas, and apostrophes when appropriate. (DOK 2)</p> <ul style="list-style-type: none"> Students will celebrate their work by sharing their writing with an audience.

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 4: Poetry	April through June 8 weeks	NJSLS.W.2.3, NJSLS.W.2.5, NJSLS.W.2.8, NJSLS.W.3.3.b, NJSLS.W.3.4, NJSLS.W.3.10	<ul style="list-style-type: none"> Students will be able to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (6 weeks) 	<p>Bend 1</p> <ul style="list-style-type: none"> Students will understand that poets see the world through special lenses. (DOK 2) Students will be able to incorporate line breaks in their poetry. (DOK 2) Students will understand that poets choose topics that mean a lot to them, anchoring those topics in meaningful small moments, images, or objects. (DOK 2) Students will understand that poets are always on the lookout for poems that have strong feelings and concrete details. (DOK 2) Students will be able to edit their poems, paying close
		NJSLS.RL.2.1, NJSLS.RL.2.4, NJSLS.RL.2.5, NJSLS.RL.2.6, NJSLS.RL.2.10, NJSLS.RL.3.5		
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		NJSLS.RF.2.3, NJSLS.RF.2.4		
		NJSLS.SL.2.1, NJSLS.SL.2.2, NJSLS.SL.2.3, NJSLS.SL.2.4		
		NJSLS.L.2.1, NJSLS.L.2.2, NJSLS.L.2.3, NJSLS.L.2.5, NJSLS.L.2.6, NJSLS.L.3.3.a		
			<p>Bend 1 (2 weeks)</p> <ul style="list-style-type: none"> Students will understand that a poem is different than a story. <p>Bend 2 (2 weeks)</p> <ul style="list-style-type: none"> Students will understand how poets use precise words, use repetition, and convey feelings in poetry. <p>Bend 3 (2 weeks)</p> <ul style="list-style-type: none"> Students will understand that poets use 	

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
			<p>structures while writing poetry.</p> <ul style="list-style-type: none"> Students will be able to use the following structures to write a poem: story poems, lists with twists, and back and forth structure. 	<p>attention to spelling. (DOK 3)</p> <p>Bend 2</p> <ul style="list-style-type: none"> Students will understand that poets think carefully about words, searching for precisely the right ones to match what they wish to say. (DOK 3) Students will understand how poets repeat words, lines, sounds, and images to give their poems rhythm, sound, and music and to emphasize meaning. (DOK 2) Students will be able to consider the mood they want to convey in a poem, making sure that this mood matches the poem's meaning. (DOK 3) Students will be able to make meaning by comparing one thing to another. (DOK 2) Students will be able to make a comparison powerful by stretching it across many lines and adding actions that connect to the comparison. (DOK 3) <p>Bend 3</p>

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
				<ul style="list-style-type: none"> • Students will understand how poets experiment with different structures. (DOK 3) • Students will understand the relationship between structure and meaning in poetry. (DOK 2) • Students will be able to study other poems to learn about structure and try out those new structures in their own poems. (DOK 3) • Students will understand that poets sometimes write from a point of view other than their own. (DOK 3) • Students will be able to revise by replacing vague feeling words with images that show rather than tell. (DOK 3) • Students will understand that poets often read their poems aloud to find trouble spots. (DOK 2) • Students will celebrate their work by sharing their writing with an audience.

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 5-	Mid-April through May (April 16- May 31)	NJSLS.W.2.1, NJSLS.W.2.2, NJSLS.W.2.3, NJSLS.W.2.5, NJSLS.W.2.6, NJSLS.W.2.7, NJSLS.W.2.8, NJSLS.W.2.10, NJSLS.W.3.1, NJSLS.W.3.2, NJSLS.W.3.3.a.b, NJSLS.W.3.4, NJSLS.W.3.5, NJSLS.W.3.7, NJSLS.W.3.8, NJSLS.W.3.10	<ul style="list-style-type: none"> Students will be able to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (6 weeks) Students will be able to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (6 weeks) Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (6 weeks) 	<p>Bend 1 (2 weeks)</p> <ul style="list-style-type: none"> Students will be able to self-select the type of writing that they want to study. (DOK 1) Student will understand their publishing house will be utilized to write high-quality writing by sharing mentor texts and giving each other tips to make their writing stronger. (DOK 2) Students will be able to draw upon all they learned about their genre to help them generate ideas, plan, and draft. (DOK 2) <p>Bend 2 (1 week)</p> <ul style="list-style-type: none"> Students will be able to demonstrate the characteristics of good writing by writing with precise, exact words, to reread to make sure the meaning is clear, and to answer readers' questions as one writes. (DOK 2) <p>Bend 3 (2 weeks)</p> <ul style="list-style-type: none"> Students will be able to use mentor texts to identify specific craft moves the authors makes and try to
		NJSLS.RL.2.1, NJSLS.RL.2.2, NJSLS.RL.2.3, NJSLS.RL.2.4, NJSLS.RL.2.5, NJSLS.RI.2.6, NJSLS.RL.2.7, NJSLS.RI.2.8, NJSLS.RI.2.9, NJSLS.RL.2.10, NJSLS.W.3.1, NJSLS.RL.3.2, NJSLS.RL.3.3, NJSLS.W.3.4, NJSLS.RL.3.5, NJSLS.RL.3.9		
		NJSLS.RI.3.1, NJSLS.RI.3.2, NJSLS.RI.3.3.b, NJSLS.RI.3.4, NJSLS.RI.3.7, NJSLS.RI.3.8		
		NJSLS.RF.2.3, NJSLS.RF.2.4		
		NJSLS.SL.2.1, NJSLS.SL.2.2, NJSLS.SL.2.3, NJSLS.SI.2.4, NJSLS.SL.2.5, NJSLS.SL.2.6 NJSLS.SL.3.1, NJSLS.SI.3.3, NJSLS.SL.3.4, NJSLS.SL.3.5		
		NJSLS.L.2.1, NJSLS.L.2.2, NJSLS.L.2.3, NJSLS.L.2.4, NJSLS.L.2.5, NJSLS.L.2.6, NJSLS.L.3.1.i, NJSLS.L.3.2.g,		

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
		NJSLS.L.3.3.a.c, NJSLS.L.3.5.a, NJSLS.L.3.6		<p>imitate them in their writing. (DOK 2)</p> <p>Bend 4 (1 week)</p> <ul style="list-style-type: none"> • Students will be able to choose a piece to publish and begin to revise their writing to make the story more meaningful. (DOK 2) • Students will be able to edit their writing, paying close attention to the conventions of grammar and the conventions of capitalization, punctuation, and spelling. (DOK 2)

Unit 1: Narrative Writing: Lesson from the Masters**Recommended Duration: 8 weeks****Unit Description:**

This unit helps children deepen their understanding of narrative writing and how authors take moments from their personal lives and write about them. Second graders will learn ways to stretch out and magnify their small moments as well as writing with attention to detail and crafting powerful beginnings and endings.

Bend 1- Second graders will learn ways to stretch out and magnify their small moments as well as writing with attention to detail and crafting powerful beginnings and endings. Students will learn how to use a narrative checklist to assess their writing and to set goals for themselves.

Bend 2- The focus of this bend is on writing with purpose and learning from author's craft. Second graders will analyze a mentor text to determine what makes the book so powerful and how the author has achieved that effect. As the bend progresses, the focus shifts to understanding why an author uses a particular craft move. Students will revise with that in mind as well as paying attention to word choice and language.

Bend 3- This final bend sets second graders up to make reading and writing connections. Students will apply what they learned thus far to discover craft moves in books they are reading on their own and to apply these to their own writing. The two main goals of this unit are: (1) students will work with increasing independence, transferring what they have learned to their own work and (2) students will devote careful attention to revision and editing, aiming to make their writing as clear and as powerful as it can be.

Getting Ready for the Unit:

- Select two mentor texts that will be front and center during your instruction.
- Keep in mind the type of craft you want students to notice and admire.
- Gather a variety of narrative stories that span your children's just right reading level.
- Students will need something to record "Tiny Topics" from their lives.
- You'll need objects, such as seashells or magnifying glass, to signify the work of looking at something closely to describe its detail.
- Writing Supplies for children to use: different kinds of paper, pens, markers, writing folders/notebooks etc.

Essential Questions

- How can I write narrative stories that recount a well-elaborated event or short sequence of events focused on a single topic?
- How can I include details to describe actions, thoughts, and feelings, and use temporal words to signal event order as well as make my stories more exciting?
- How can I provide a sense of closure to my stories?
- How can I revise my stories to strengthen them?

Enduring Understandings

- Writers can write narrative stories focused on a single topic.
- I can include details to describe actions, thoughts, and feelings to make my story more exciting.
- My stories have a sense of closure.
- Revisions strengthen my stories.

Relevant Standards	Learning Goals	Learning Objectives
<p>Primary Standards:</p> <p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p> <p>W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>RL.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>RL.3.1. Ask and answer questions, and make</p>	<ul style="list-style-type: none"> Students will be able to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (6 weeks) <p>Bend 1</p> <ul style="list-style-type: none"> Students will be able to write a small moment with greater detail by stretching out and magnifying their small moment. (2 weeks) Students will be able to craft powerful beginnings and endings. (2 weeks) <p>Bend 2</p> <ul style="list-style-type: none"> Students will be able to analyze author's craft through the use of a mentor text focusing on imagery and literary language. (3 weeks) Students will understand why an author uses a particular craft move. (3 weeks) Students will revise their writing paying attention to word choice and language. (3 week) <p>Bend 3</p> <ul style="list-style-type: none"> Students will be able to write with increasing independence. (1 week) Students will be able to revise and edit their writing to make it as clear and as powerful as it can be. (1 week) 	<p>Bend 1</p> <ul style="list-style-type: none"> Students will understand that writers learn to write stories by studying the craft of mentor authors. (DOK 2) Students will understand that writers capture everyday moments and save them as possible story ideas to write later. (DOK 2) Students will be able to zoom in on a small moment in their stories, magnifying it with details. (DOK 2) Students will understand that writers spend lots of time writing and rewriting their endings, working hard to bring their stories to a satisfying conclusion. (DOK 3) Students will be able to set goals to improve their writing. (DOK 3) <p>Bend 2</p> <ul style="list-style-type: none"> Students will understand that writers write for different intents (i.e., to feel a particular emotion, to make them laugh etc.) (DOK 4) Students will be able to revise their writing to bring out their intention for writing. (DOK 2) Students will be able to use book as writing resources. (DOK 2) Students will be able to try out craft moves learned from mentor authors in their own writing. (DOK 2) Students will be able to add drama to their stories by writing clues. (DOK 3) Students will be able to revise their writing to make sure that they've emulated craft moves in ways that make sense. (DOK 2)

Relevant Standards	Learning Goals	Learning Objectives
<p>relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Supporting Standards:</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p>		<ul style="list-style-type: none"> • Students will be able to edit for standard conventions as well as for the way their writing sounds. (DOK 3) • Students will be able to add precise, beautiful language to their writing. (DOK 2) • Students will be able to use editing checklists and writing partners to make sure their writing is ready to be published. (DOK 2) <p>Bend 3</p> <ul style="list-style-type: none"> • Students will understand that writers can learn from any mentor author, at any time. (DOK 3) • Students will be able to try new things in their writing, and then decide if the new things they tried worked. (DOK 2) • Students will be able to use a writing partner to revise their writing so that it is as good as it can be. (DOK 2) • Students will be able to check their spelling, punctuation, and word choice in their writing to make sure it is easy to read. (DOK 2) • Students will celebrate their work by sharing their writing with an audience.

Relevant Standards	Learning Goals	Learning Objectives
<p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> • Self-assessment with checklist • Anecdotal notes from conferencing • Graphic organizers • Think-pair-share • Hand Signals • Index Card Summaries • Portfolio Check • Individual Writing Conferences • One Word/Sentence Summaries • 3-2-1 • Quick Write • Gallery Walk 	<ul style="list-style-type: none"> • On-Demand Writing Prompt at the end of the unit. • Published piece of writing from unit 	<ul style="list-style-type: none"> • Performance Based Assessment from the Teacher's College of reading and writing <ul style="list-style-type: none"> • http://readingandwritingproject.org 	<ul style="list-style-type: none"> • On-Demand Writing Prompt at the end of the unit. • Published piece of writing from unit

Possible Assessment Modifications /Accommodations/Differentiation			
Special Education Students: <ul style="list-style-type: none"> • Break the assessment into manageable chunks. • Provide strategy cards for students use during writing assessment. • Provide various writing utensils and paper to accommodate the students. • Tell story on your fingers and then transfer to paper. • Physically cut a paper and insert blank paper in-between with tape. This will allow students to 	ELL: <ul style="list-style-type: none"> • Break the assessment into manageable chunks. • Provide strategy cards for students use during writing assessment. • Provide various writing utensils and paper to accommodate the students. • Tell story on your fingers and then transfer to paper. • Physically cut a paper and insert blank paper in-between with tape. This will allow students to 	At Risk Learners: <ul style="list-style-type: none"> • Break the assessment into manageable chunks. • Provide strategy cards for students use during writing assessment. • Provide various writing utensils and paper to accommodate the students. • Tell story on your fingers and then transfer to paper. • Physically cut a paper and insert blank paper in-between with tape. This will allow students to 	Advanced Learners: <ul style="list-style-type: none"> • Learning contracts • Pres-assess a student prior to starting the unit to determine writing goals for the student. • Provide a student checklist for writing- possible above grade level expectation • Determine where students' interests lie and capitalize on their inquisitiveness. • Tiered Learning • Independent Research

Possible Assessment Modifications /Accommodations/Differentiation			
<p>add in the missing elements in their writing.</p> <ul style="list-style-type: none"> • Allow students to use a tape recorder to dictate writing ideas/sentences. • Brainstorm ideas using pictures or web. • Provide a word box for students to use while writing. • Provide students with a choice of topics. • Peer editing/Peer Revising • Create an outline • Provide graphic organizers to organize writing • Act out narrative and draw pictures to describe event • Rewrite the ending to a narrative or short story. • Classroom or personal Word Wall 	<p>add in the missing elements in their writing.</p> <ul style="list-style-type: none"> • Allow students to use a tape recorder to dictate writing ideas/sentences. • Brainstorm ideas using pictures or web. • Provide a word box for students to use while writing. • Provide students with a choice of topics. • Peer editing/Peer Revising • Create an outline • Provide graphic organizers to organize writing • Act out narrative and draw pictures to describe event • Rewrite the ending to a narrative or short story. • Classroom or personal Word Wall 	<p>add in the missing elements in their writing.</p> <ul style="list-style-type: none"> • Allow students to use a tape recorder to dictate writing ideas/sentences. • Brainstorm ideas using pictures or web. • Provide a word box for students to use while writing. • Provide students with a choice of topics. • Peer editing/Peer Revising • Create an outline • Provide graphic organizers to organize writing • Act out narrative and draw pictures to describe event • Rewrite the ending to a narrative or short story. • Classroom or personal Word Wall 	<p>Projects</p> <ul style="list-style-type: none"> • Divergent Thinking: Exploring the elements of fiction can be exciting if students are asked to improvise and think divergently about the stories. All students can benefit from the critical thinking that this strategy demands, and the teacher can adapt it to more difficult content, depending on the ability and grade level of the students. Begin with fundamental questions: If you could change this, what would you change it to? How? Why? Then break down the different elements of a composition and discuss how specific changes would change the whole effect. • Using fractured fairy tales to explore fiction. • <i>Creating a point of view.</i> Choose a person (or animal or object) in a prominent person's life

Possible Assessment Modifications /Accommodations/Differentiation			
			and describe an event from this perspective. It could be the person's brother, sister, friend, dog, or even his/her favorite pen. As students begin to tell their stories, they discover how individual points of view create a different focus and perspective than the more "objective" biographies that synthesize information from multiple sources.

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i>)
<ul style="list-style-type: none"> • Cooperative learning • Peer Response Groups • Guided Writing Groups • Individual Writing Conferences • Think Alouds to model thinking while writing • Using Mentor Texts to provide examples of “crafting moves” • Graphic Organizers • Individual reading conferences • Individual writing goals • Guided Writing groups

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<u>Accommodations</u>	<ul style="list-style-type: none"> • Review of directions 	<ul style="list-style-type: none"> • Additional time for assignments 	<ul style="list-style-type: none"> • Alternate assignments/

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> • Large print textbooks • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Quiet corner or room to calm down and relax when anxious • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Rest breaks • Verbal and visual cues regarding directions and staying on task • Work---in---progress check • Personalized examples 	<ul style="list-style-type: none"> • Review sessions • Use of mnemonics • Have student restate information • Concrete examples • Support auditory presentations with visuals • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Answers to be dictated • Hands---on activities • Work---in---progress check • Personalized examples • No penalty for spelling errors 	<ul style="list-style-type: none"> • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work---in---progress check • Personalized examples 	<ul style="list-style-type: none"> • enrichment assignments • Provide texts at higher reading level • Extension activities • Pairing direct instruction w/coaching to promote self-directed learning

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> No penalty for spelling errors or sloppy handwriting Reduce words on a page <p>Modifications</p> <ul style="list-style-type: none"> No penalty for spelling errors (if assessing writing conventions) Alternate learning goals/objectives Change level of difficulty/complexity Read passages aloud (if working on reading comprehension) Shortening assignment (if altering the complexity/rigor of the assignment) Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards) Reworded questions/problems in simpler language (changing rigor) Highlighting important words or phrases in reading assignments Modified rubrics 		<ul style="list-style-type: none"> No penalty for spelling errors or sloppy handwriting 	

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
<p>List interdisciplinary standards indicating the following:</p> <ul style="list-style-type: none"> • Technology • Career ready practices • Financial literacy • Subject specific interdisciplinary • Career exploration <p>Standards are listed ad NJ SLS Standards and description are included</p>	<p>Technology</p> <ul style="list-style-type: none"> • Student use of Chromebooks/ computers for writing • Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts, 	<p>Creativity & Innovation- Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression <p>Information & Communication- Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <ul style="list-style-type: none"> • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions <p>Communication & Collaboration Demonstrate the ability to work with diverse teams Through flexible small group work and discussion, students will learn the rules for working with others.</p>	<p>Creativity & Innovation- Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression <p>Information & Communication- Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <ul style="list-style-type: none"> • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions <p>Communication & Collaboration Demonstrate the ability to work with diverse teams</p> <ul style="list-style-type: none"> • Through flexible small group work and discussion, students will learn the rules for working with others.

Resources

Texts/Materials:

Lucy Calkins Writing Units of Study and all corresponding mentor texts

Materials:

- Chart paper, markers for Anchor Charts
- Student reading notebooks
- Index cards for word walls
- Index cards for teaching stop and jot strategies
- Individual book bags/ boxes
- Classroom library organized by genre
- Leveled readers for independent readers
- whiteboard/screen to display texts

Major Assignments (required):

- Unit Quizzes
- Common Summative Assessment
- On- Demand writing prompt

Major Activities (required):

- Interactive Read Alouds
- Mini-lessons
- Reading Response Journals

Unit 2: Writing About Reading	Recommended Duration: 8 weeks
<p>Unit Description: Students will begin the unit writing letters. As they progress through the unit, students will draft letters about characters they've met in their book, formulating opinions and supporting their ideas, providing reasons, and using details and examples from the text to support their claims.</p> <p>Bend 1: The focus of this bend is not only to develop opinions about their reading, but to get energy for writing. Second graders will learn to state opinions clearly, retell their stories so that their opinions make sense to readers, and revise their letters.</p> <p>Bend 2: Second graders will begin to read closely in order to spark new ideas and to push themselves to deepen their thinking, using post-it notes to elaborate on their opinion pieces. In many aspects, this bend will look similar to a reading workshop in that students will be learning to read and reread closely to come up with more ideas for opinions, more details and evidence to support their opinions as well as fun conventions that authors and illustrators use to make their writing more interesting.</p> <p>Bend 3: This bend, moves away from persuasive letters and into more of an essay format as they write persuade others that they favorite books are worthy of an award. Second graders will continue to write their opinions about books and support those opinions with reasons and details from the text. However, now they will learn to incorporate quotations, make comparisons between books as well as add introductions and conclusions.</p> <p>Getting Ready for the Unit:</p> <ul style="list-style-type: none"> • Have a wide variety of high-interest, just-right books throughout the unit. • Choose 2 or 3 mentor texts with which you will model your own thinking about reading. 	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How can I state my opinion clearly? • How can I write lots of letters to other readers that tell my opinion about characters, and support my opinions with evidence? • How can I retell or quote parts of a text to convince others to agree with my opinion? 	<ul style="list-style-type: none"> • Writers clearly state their opinions. • Writers support their opinion with evidence. • Writers include retelling or quoting of a text to convince others to agree with their opinion.

Relevant Standards	Learning Goals	Learning Objectives
<p>Primary Standards: W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that</p>	<ul style="list-style-type: none"> • Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid 	<ul style="list-style-type: none"> • Students will understand that writers are often inspired by their reading and reach out to others to share their ideas about characters. (DOK 2)

Relevant Standards	Learning Goals	Learning Objectives
<p>support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>RL.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>reasoning and relevant and sufficient evidence. (6 weeks)</p> <p>Bend 1 (2.5 weeks)</p> <ul style="list-style-type: none"> Students will be able to draft letters that depict their opinion about the characters they've read in books. Students will be able to formulate their own opinion, support their ideas by providing reasons and details as well as evidence from the text. <p>Bend 2 (1.5 weeks)</p> <ul style="list-style-type: none"> Students will be able to read a text closely to gather more evidence to support their opinion. <p>Bend 3 (2 weeks)</p> <p>Students will be able to write an essay to persuade others that their favorite books are worthy of awards.</p>	<ul style="list-style-type: none"> Students will be able to use conversations as rehearsals for writing. (DOK 1) Students will be able to look closely at the pictures in their books to help them develop opinions. (DOK 1) Students will understand that writers who write about books often need to retell part of the story in order to help their readers fully understand their opinion. (DOK 2) Students will be able to write with a specific audience in mind. (DOK 3) Students will be able to use a checklist and set goals for themselves to become even better opinion writers. (DOK 3) <p>Bend 2</p> <ul style="list-style-type: none"> Students will be able to make their writing stronger by writing opinions about more than one part of the book and planning for different parts of their letter before drafting. (DOK 3) Students will be able to read closely and carefully, paying attention to details in order to effectively write an opinion piece. (DOK 3) Students will be able to support their opinions by looking for multiple pieces of evidence to support each idea. (DOK 3) Students will be able to use a mentor texts when they have a question about writing. (DOK 2) Students will be able to use a mentor text to determine how and why an author uses capital letters. (DOK 2)

Relevant Standards	Learning Goals	Learning Objectives
<p>RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>		<ul style="list-style-type: none"> Students will be able to add extras such as big words in their book to make it more interesting (DOK3) <p>Bend 3</p> <ul style="list-style-type: none"> Students will understand that writers of nominations choose topics that they have strong opinions about, making cases for them by including evidence. (DOK 3) Students will be able to use specific evidence form the book to support their thinking. (DOK 3) Students will be able to make comparisons to support their opinions. (DOK 2) Students will be able to use mid-sentence punctuation to help highlight ideas for their readers. (DOK 2) Students will be able to study mentor texts to incorporate what they have learned in their introductions and conclusions. (DOK 3) Students will be able to self-assess and set goals for themselves to improve as writers. (DOK 3) Students will understand that when writers meet one writing goal, they set a new goal for themselves. (DOK 3) <p>Students will celebrate their work by sharing their writing with an audience.</p>

Relevant Standards	Learning Goals	Learning Objectives
<p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Supporting Standards:</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through</p>		

Relevant Standards	Learning Goals	Learning Objectives
<p>key details in the text.</p> <p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p> <p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> Self-assessment with checklist Anecdotal notes from conferencing Graphic organizers Think-pair-share Hand Signals 	<ul style="list-style-type: none"> On-Demand Writing Prompt at the end of the unit. Published piece of writing from unit 	<ul style="list-style-type: none"> Performance Based Assessment from the Teacher's College of reading and writing <ul style="list-style-type: none"> http://readingandwritingproject.org 	<ul style="list-style-type: none"> On-Demand Writing Prompt at the end of the unit. Published piece of writing from unit

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> • Index Card Summaries • Portfolio Check • Individual Writing Conferences • One Word/Sentence Summaries • 3-2-1 • Quick Write • Gallery Walk 			

Possible Assessment Modifications /Accommodations/Differentiation			
Special Education Students: <ul style="list-style-type: none"> • Break the assessment into manageable chunks. • Provide strategy cards for students use during writing assessment. • Provide various writing utensils and paper to accommodate the students. • Tell story on your fingers and then transfer to paper. • Physically cut a paper and insert blank paper in-between with tape. This will allow students to add in the missing elements in their writing. • Allow students to use a tape recorder to dictate writing ideas/sentences. • Brainstorm ideas using pictures or web. 	ELL: <ul style="list-style-type: none"> • Break the assessment into manageable chunks. • Provide strategy cards for students use during writing assessment. • Provide various writing utensils and paper to accommodate the students. • Tell story on your fingers and then transfer to paper. • Physically cut a paper and insert blank paper in-between with tape. This will allow students to add in the missing elements in their writing. • Allow students to use a tape recorder to dictate writing ideas/sentences. • Brainstorm ideas using pictures or web. 	At Risk Learners: <ul style="list-style-type: none"> • Break the assessment into manageable chunks. • Provide strategy cards for students use during writing assessment. • Provide various writing utensils and paper to accommodate the students. • Tell story on your fingers and then transfer to paper. • Physically cut a paper and insert blank paper in-between with tape. This will allow students to add in the missing elements in their writing. • Allow students to use a tape recorder to dictate writing ideas/sentences. • Brainstorm ideas using pictures or web. 	Advanced Learners: <ul style="list-style-type: none"> • Learning contracts • Pres-assess a student prior to starting the unit to determine writing goals for the student. • Provide a student checklist for writing- possible above grade level expectation • Determine where students' interests lie and capitalize on their inquisitiveness. • Tiered Learning • Independent Research Projects • Divergent Thinking: Exploring the elements of fiction can be exciting if students are asked to improvise and think

Possible Assessment Modifications /Accommodations/Differentiation

<ul style="list-style-type: none"> • Provide a word box for students to use while writing. • Provide students with a choice of topics. • Peer editing/Peer Revising • Create an outline • Provide graphic organizers to organize writing • Act out narrative and draw pictures to describe event • Rewrite the ending to a narrative or short story. • Classroom or personal Word Wall 	<ul style="list-style-type: none"> • Provide a word box for students to use while writing. • Provide students with a choice of topics. • Peer editing/Peer Revising • Create an outline • Provide graphic organizers to organize writing • Act out narrative and draw pictures to describe event • Rewrite the ending to a narrative or short story. • Classroom or personal Word Wall 	<ul style="list-style-type: none"> • Provide a word box for students to use while writing. • Provide students with a choice of topics. • Peer editing/Peer Revising • Create an outline • Provide graphic organizers to organize writing • Act out narrative and draw pictures to describe event • Rewrite the ending to a narrative or short story. • Classroom or personal Word Wall 	<p>divergently about the stories. All students can benefit from the critical thinking that this strategy demands, and the teacher can adapt it to more difficult content, depending on the ability and grade level of the students. Begin with fundamental questions: If you could change this, what would you change it to? How? Why? Then break down the different elements of a composition and discuss how specific changes would change the whole effect.</p> <ul style="list-style-type: none"> • Using fractured fairy tales to explore fiction. • Creating a point of view. Choose a person (or animal or object) in a prominent person's life and describe an event from this perspective. It could be the person's brother, sister, friend, dog, or even his/her favorite pen. As students
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Possible Assessment Modifications /Accommodations/Differentiation			
			begin to tell their stories, they discover how individual points of view create a different focus and perspective than the more "objective" biographies that synthesize information from multiple sources.

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i>)	
<ul style="list-style-type: none"> • Cooperative learning • Peer Response Groups • Guided Writing Groups • Individual Writing Conferences • Think Alouds to model thinking while writing • Using Mentor Texts to provide examples of “crafting moves” • Graphic Organizers • Individual reading conferences • Individual writing goals • Guided Writing groups 	

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<u>Accommodations</u> <ul style="list-style-type: none"> • Large print textbooks • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information 	<ul style="list-style-type: none"> • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Concrete examples 	<ul style="list-style-type: none"> • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples 	<ul style="list-style-type: none"> • Alternate assignments/ enrichment assignments • Provide texts at higher reading level • Extension activities • Pairing direct instruction

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Quiet corner or room to calm down and relax when anxious • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Rest breaks • Verbal and visual cues regarding directions and staying on task • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting • Reduce words on a page <p>Modifications</p> <ul style="list-style-type: none"> • No penalty for spelling errors (if assessing writing conventions) 	<ul style="list-style-type: none"> • Support auditory presentations with visuals • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Answers to be dictated • Hands---on activities • Work---in---progress check • Personalized examples • No penalty for spelling errors 	<ul style="list-style-type: none"> • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting 	<p>w/coaching to promote self-directed learning</p>

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> • Alternate learning goals/objectives • Change level of difficulty/complexity • Read passages aloud (if working on reading comprehension) • Shortening assignment (if altering the complexity/rigor of the assignment) • Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards) • Reworded questions/problems in simpler language (changing rigor) • Highlighting important words or phrases in reading assignments • Modified rubrics 			

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
<p>List interdisciplinary standards indicating the following:</p> <ul style="list-style-type: none"> • Technology • Career ready practices • Financial literacy • Subject specific interdisciplinary • Career exploration <p>Standards are listed ad NJ SLS Standards and description are included</p>	<p>Technology</p> <ul style="list-style-type: none"> • Student use of Chromebooks/ computers for writing • Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts, 	<p>Creativity & Innovation- Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression <p>Information & Communication- Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <ul style="list-style-type: none"> • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions <p>Communication & Collaboration Demonstrate the ability to work with diverse teams Through flexible small group work and discussion, students will learn the rules for working with others.</p>	<p>Creativity & Innovation- Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression <p>Information & Communication- Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <ul style="list-style-type: none"> • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions <p>Communication & Collaboration Demonstrate the ability to work with diverse teams</p> <ul style="list-style-type: none"> • Through flexible small group work and discussion, students will learn the rules for working with others.

Resources

Texts/Materials:

Lucy Calkins Writing Units of Study and all corresponding mentor texts

Materials:

- Chart paper, markers for Anchor Charts
- Student reading notebooks
- Index cards for word walls
- Index cards for teaching stop and jot strategies
- Individual book bags/ boxes
- Classroom library organized by genre
- Leveled readers for independent readers
- whiteboard/screen to display texts

Major Assignments (required):

- Unit Quizzes
- Common Summative Assessment
- On- Demand writing prompt

Major Activities (required):

- Interactive Read Alouds
- Mini-lessons
- Reading Response Journals

Unit 3: Lab Reports and Science Books**Recommended Duration: 8 weeks****Unit Description:**

This unit focuses on teaching students more about information writing, specifically, about the kinds of information that scientists are apt to do. Second graders are not only taught about writing but also about force and motion and about the scientific method. Students will write texts in which they introduce the topic, use facts and definitions to develop points, and provide a concluding statement or section.

Bend 1: This bend focuses on the study of a shared class science topic. As stated above, student's will write texts in which they introduce the topic, use facts and definitions to develop points, and provide a concluding statement or section.

Bend 2: The goal of this unit is for students to begin to internalize the scientific procedures and writing processes. Students will be writing to teach others about what they discover about a topic. Students will independently design and conduct an experiment, record their processes on the lab reports they construct.

Bend 3: Students will write an information book that teaches readers all about a topic that they writers know well and relates in some ways to the research children have just done on forces and motion. Students will be challenged to take a topic they know well related in some way to forces and motion and to teach that subject to readers.

Getting Ready for the Unit:

- Have books that support students as writers and scientists such as books that study force and motion that describe push or pull, friction, and gravity.
- Gather a variety of physical objects related to the study of forces and motion like toy cars, ramps, meter or yard sticks, plastic spoons, cotton balls, masking tape, and rubber bands.
- Create some exemplar and demonstration pieces of writing to use during your minilessons, conferences, and small groups. Create a "bare bones" writing piece that can be used for revision purposes.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What are ways to present all that I know about a topic? • How do I become an expert in my area of study? • What kinds of writing can be included in my presentation on one topic? 	<ul style="list-style-type: none"> • Writers gather information about their topic through a variety of ways. • Writers grow knowledge by thinking like scientists. • It is important in informational writing to also use mentor texts to emulate an author's ideas or approach.

Relevant Standards	Learning Goals	Learning Objectives
<p>Power Standards:</p> <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for</p>	<ul style="list-style-type: none"> • Students will be able to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (6 weeks) <p>Bend 1 (2 weeks)</p> <ul style="list-style-type: none"> • Students will be able to formulate a question and design and conduct an experiment. • Students will be able to formulate a hypothesis, list procedures, write, results of the experiment and their conclusions in a lab report booklet. <p>Bend 2 (1.5 weeks)</p> <ul style="list-style-type: none"> • Students will be able to write to teach others about their experiments. <p>Bend 3 (2.5 weeks)</p> <p>Students will be able to write an</p>	<p>Bend 1</p> <ul style="list-style-type: none"> • Students will understand that scientists study the world around them, pose questions, and hypotheses, conduct experiments, and write about their results in lab reports. (DOK 2) • Students will be able to study mentor texts and analyze what the author has done that they could try in their writing. (DOK 3) • Students will understand that scientists decide on a question they want to find out about and then plan and test their question with an experiment, recording all the steps as they go. (DOK 4) • Students will understand that scientists spend a lot of time writing and thinking about their conclusions. (DOK 2) • Students will be understanding that scientists improve their writing by learning more science

Relevant Standards	Learning Goals	Learning Objectives
<p>writing types are defined in standards 1–3 above.)</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> <p>RI.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject</i></p> <p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p> <p>RI.3.1. Ask and answer questions, and make</p>	<p>informational book that teaches readers all about a topic the writer knows well.</p>	<p>and then revising their writing based on what they’ve learned. (DOK 2)</p> <ul style="list-style-type: none"> Students will be able to self-assess and set goals for themselves to improve as writers of informational texts. <p>Bend 2</p> <ul style="list-style-type: none"> Students will be able to bring all they know about writing and conduct precise and replicable experiments. (DOK 3) Students will be able to look to mentor texts for ideas about how to organize their writing. (DOK 2) Students will be able to compare the results of their experiments against other scientists’ results. (DOK 2) Students will be able to use their initial results and writing to generate new experiments. (DOK 2) Students will be able to use domain-specific language when speaking and writing about their topics. (DOK 2) <p>Bend 3</p> <ul style="list-style-type: none"> Students will understand that writers choose topics that they know a lot about and are experts on to write informational books. (DOK 2) Students will be able to draft the chapters of their book by looking back at their tables of contents and their plans and deciding what they will write first, then next. (DOK 3) Students will be able to look at mentor texts to find ideas for their own writing. (DOK 2)

Relevant Standards	Learning Goals	Learning Objectives
<p>relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area</p> <p>RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners</p>		<ul style="list-style-type: none"> • Students will be able to use comparison in their information books. (DOK 3) • Students will be able to use the following strategies to share hard-to-understand concepts: <ul style="list-style-type: none"> ○ Slowing down the writing. ○ Magnifying pictures or images ○ Drawing pictures to show the insides of objects. • Students will be able to craft introductions that grab their readers' attention. (DOK 3) • Students will be able to write conclusions that highlight key information about their topics. (DOK 3) • Students will be able to edit their books by rereading and making their writing easier to read, inserting capitals, commas, and apostrophes when appropriate. (DOK 2) <p>Students will celebrate their work by sharing their writing with an audience.</p>

Relevant Standards	Learning Goals	Learning Objectives
<p>on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p> <p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p>Supporting Standards:</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>		

Relevant Standards	Learning Goals	Learning Objectives
<p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>L.2.2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.5. Demonstrate understanding of figurative</p>		

Relevant Standards	Learning Goals	Learning Objectives
language, word relationships and nuances in word meanings. L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> Self-assessment with checklist Anecdotal notes from conferencing Graphic organizers Think-pair-share Hand Signals Index Card Summaries Portfolio Check Individual Writing Conferences One Word/Sentence Summaries 3-2-1 Quick Write Gallery Walk 	<ul style="list-style-type: none"> On-Demand Writing Prompt at the end of the unit. Published piece of writing from unit 	<ul style="list-style-type: none"> Performance Based Assessment from the Teacher's College of reading and writing <ul style="list-style-type: none"> http://readingandwritingproject.org 	<ul style="list-style-type: none"> On-Demand Writing Prompt at the end of the unit. Published piece of writing from unit

Possible Assessment Modifications /Accommodations/Differentiation			
Special Education Students: <ul style="list-style-type: none"> Break the assessment into manageable chunks. 	ELL: <ul style="list-style-type: none"> Break the assessment into manageable chunks. 	At Risk Learners: <ul style="list-style-type: none"> Break the assessment into manageable chunks. 	Advanced Learners: <ul style="list-style-type: none"> Learning contracts Pres-assess a student prior to starting the unit to determine writing goals for

Possible Assessment Modifications /Accommodations/Differentiation			
<ul style="list-style-type: none"> • Provide strategy cards for students use during writing assessment. • Provide various writing utensils and paper to accommodate the students. • Tell story on your fingers and then transfer to paper. • Physically cut a paper and insert blank paper in-between with tape. This will allow students to add in the missing elements in their writing. • Allow students to use a tape recorder to dictate writing ideas/sentences. • Brainstorm ideas using pictures or web. • Provide a word box for students to use while writing. • Provide students with a choice of topics. • Peer editing/Peer Revising • Create an outline • Provide graphic organizers to organize writing • Act out narrative and draw pictures to describe event • Rewrite the ending to a narrative or short story. • Classroom or personal Word Wall 	<ul style="list-style-type: none"> • Provide strategy cards for students use during writing assessment. • Provide various writing utensils and paper to accommodate the students. • Tell story on your fingers and then transfer to paper. • Physically cut a paper and insert blank paper in-between with tape. This will allow students to add in the missing elements in their writing. • Allow students to use a tape recorder to dictate writing ideas/sentences. • Brainstorm ideas using pictures or web. • Provide a word box for students to use while writing. • Provide students with a choice of topics. • Peer editing/Peer Revising • Create an outline • Provide graphic organizers to organize writing • Act out narrative and draw pictures to describe event • Rewrite the ending to a narrative or short story. • Classroom or personal Word Wall 	<ul style="list-style-type: none"> • Provide strategy cards for students use during writing assessment. • Provide various writing utensils and paper to accommodate the students. • Tell story on your fingers and then transfer to paper. • Physically cut a paper and insert blank paper in-between with tape. This will allow students to add in the missing elements in their writing. • Allow students to use a tape recorder to dictate writing ideas/sentences. • Brainstorm ideas using pictures or web. • Provide a word box for students to use while writing. • Provide students with a choice of topics. • Peer editing/Peer Revising • Create an outline • Provide graphic organizers to organize writing • Act out narrative and draw pictures to describe event • Rewrite the ending to a narrative or short story. • Classroom or personal Word Wall 	<p>the student.</p> <ul style="list-style-type: none"> • Provide a student checklist for writing- possible above grade level expectation • Determine where students' interests lie and capitalize on their inquisitiveness. • Tiered Learning • Independent Research Projects • Divergent Thinking: Exploring the elements of fiction can be exciting if students are asked to improvise and think divergently about the stories. All students can benefit from the critical thinking that this strategy demands, and the teacher can adapt it to more difficult content, depending on the ability and grade level of the students. Begin with fundamental questions: If you could change this, what would you change it to? How? Why? Then break down the different elements of a composition and discuss how specific

Possible Assessment Modifications /Accommodations/Differentiation			
			<p>changes would change the whole effect.</p> <ul style="list-style-type: none"> • Using fractured fairy tales to explore fiction. • <i>Creating a point of view.</i> Choose a person (or animal or object) in a prominent person's life and describe an event from this perspective. It could be the person's brother, sister, friend, dog, or even his/her favorite pen. As students begin to tell their stories, they discover how individual points of view create a different focus and perspective than the more "objective" biographies that synthesize information from multiple sources.

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i>)
<ul style="list-style-type: none"> • Cooperative learning • Peer Response Groups • Guided Writing Groups • Individual Writing Conferences • Think Alouds to model thinking while writing • Using Mentor Texts to provide examples of “crafting moves”

Instructional Strategies (refer to *Robert Marzano's 41 Elements*)

- Graphic Organizers
- Individual reading conferences
- Individual writing goals
- Guided Writing groups

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)

Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<u>Accommodations</u> <ul style="list-style-type: none"> • Large print textbooks • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Quiet corner or room to calm down and relax when anxious • Preferential seating • Reduction of distractions • Answers to be dictated 	<ul style="list-style-type: none"> • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Concrete examples • Support auditory presentations with visuals • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Answers to be dictated • Hands---on activities • Work---in---progress check • Personalized examples • No penalty for spelling errors 	<ul style="list-style-type: none"> • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Teach time management skills • Rest breaks 	<ul style="list-style-type: none"> • Alternate assignments/enrichment assignments • Provide texts at higher reading level • Extension activities • Pairing direct instruction w/coaching to promote self-directed learning

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> • Hands---on activities • Follow a routine/schedule • Rest breaks • Verbal and visual cues regarding directions and staying on task • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting • Reduce words on a page <p><u>Modifications</u></p> <ul style="list-style-type: none"> • No penalty for spelling errors (if assessing writing conventions) • Alternate learning goals/objectives • Change level of difficulty/complexity • Read passages aloud (if working on reading comprehension) • Shortening assignment (if altering the complexity/rigor of the assignment) • Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards) • Reworded questions/problems in simpler language (changing rigor) 		<ul style="list-style-type: none"> • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting 	

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> Highlighting important words or phrases in reading assignments Modified rubrics 			

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
<p>List interdisciplinary standards indicating the following:</p> <ul style="list-style-type: none"> Technology Career ready practices Financial literacy Subject specific interdisciplinary Career exploration <p>Standards are listed ad NJ SLS Standards and description are included</p>	<p>Technology</p> <ul style="list-style-type: none"> Student use of Chromebooks/ computers for writing Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts, 	<p>Creativity & Innovation- Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression <p>Information & Communication- Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <ul style="list-style-type: none"> Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions 	<p>Creativity & Innovation- Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression <p>Information & Communication- Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <ul style="list-style-type: none"> Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions <p>Communication & Collaboration Demonstrate the ability to work with diverse teams</p>

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
		Communication & Collaboration Demonstrate the ability to work with diverse teams Through flexible small group work and discussion, students will learn the rules for working with others.	<ul style="list-style-type: none"> Through flexible small group work and discussion, students will learn the rules for working with others.

Resources
<p>Texts/Materials: Lucy Calkins Writing Units of Study and all corresponding mentor texts</p> <p>Materials:</p> <ul style="list-style-type: none"> Chart paper, markers for Anchor Charts Student reading notebooks Index cards for word walls Index cards for teaching stop and jot strategies Individual book bags/ boxes Classroom library organized by genre Leveled readers for independent readers whiteboard/screen to display texts <p>Major Assignments (required):</p> <ul style="list-style-type: none"> Unit Quizzes Common Summative Assessment On- Demand writing prompt <p>Major Activities (required):</p> <ul style="list-style-type: none"> Interactive Read Alouds Mini-lessons Reading Response Journals

Unit 4: Poetry	Recommended Duration: 8 weeks
<p>Unit Description: This poetry unit designed to deepen student’s understanding of poetry. First, students will learn that poets are sparked by objects and feelings that they translate to music on a page. This unit will develop students’ readers’ ear as they experiment with line breaks, as the come to understand that a poem is different than a story.</p> <p>Bend 1: This bend introduces students to the sounds and feelings of poetry by having them read poems aloud in groups, with partners and alone. Students will explore objects and memories, recognizing the poetry in their own lives.</p> <p>Bend 2: Students will focus on how poets use precise words, repetition and convey feelings.</p> <p>Bend 3: Instruction will focus on structure, teaching students that poets use structures. Second graders will revise their poems for careful language, edit and celebrate their poems.</p> <p>Getting Ready for the Unit:</p> <ul style="list-style-type: none"> • Refer to the CD-ROM for a biography of suggested poetry books. • Offer children a variety of poetry about a variety of topics. 	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How can I write like a poet, seeing the world through the eyes of a poet, working to put what I see and feel into poems? • How can I write and revise poems so that I find honest, precise language, and use repetition, tone, and comparisons to say something that can’t easily fit into ordinary words? • How can I explore different structures for my poems, trying to find a structure for each poem that matches what I want to say in that poem? 	<ul style="list-style-type: none"> • Poets choose topics that matter and that hold big feelings in moments or images. • Poets understand structure, metaphor, word choice and repetition will strengthen the writing of poetry. • Poets know how to revise and edit poetry to focus on the rhythm of poetry.

Relevant Standards	Learning Goals	Learning Objectives
<p>Power Standards:</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</p> <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p> <p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.3.5. With guidance and support from peers</p>	<ul style="list-style-type: none"> Students will be able to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (6 weeks) Students will be able to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (6 weeks) Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (6 weeks) 	<p>Bend 1 (2 weeks)</p> <ul style="list-style-type: none"> Students will be able to self-select the type of writing that they want to study. (DOK 1) Student will understand their publishing house will be utilized to write high-quality writing by sharing mentor texts and giving each other tips to make their writing stronger. (DOK 2) Students will be able to draw upon all they learned about their genre to help them generate ideas, plan, and draft. (DOK 2) <p>Bend 2 (1 week)</p> <ul style="list-style-type: none"> Students will be able to demonstrate the characteristics of good writing by writing with precise, exact words, to reread to make sure the meaning is clear, and to answer readers' questions as one writes. (DOK 2) <p>Bend 3 (2 weeks)</p> <ul style="list-style-type: none"> Students will be able to use mentor texts to identify specific craft moves the authors makes and try to imitate them in their writing. (DOK 2) <p>Bend 4 (1 week)</p> <ul style="list-style-type: none"> Students will be able to choose a piece to publish and begin to revise their writing to make the story more meaningful. (DOK 2) Students will be able to edit their writing, paying close attention to the conventions of grammar and the conventions of capitalization, punctuation, and spelling. (DOK 2)

Relevant Standards	Learning Goals	Learning Objectives
<p>and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> <p>RL.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3 Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p>		

Relevant Standards	Learning Goals	Learning Objectives
<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>		

Relevant Standards	Learning Goals	Learning Objectives
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p>Secondary Standards:</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p>		

Relevant Standards	Learning Goals	Learning Objectives
<p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.3. Use knowledge of language and its</p>		

Relevant Standards	Learning Goals	Learning Objectives
<p>conventions when writing, speaking, reading, or listening.</p> <p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> • Self-assessment with checklist • Anecdotal notes from conferencing • Graphic organizers • Think-pair-share • Hand Signals • Index Card Summaries • Portfolio Check • Individual Writing Conferences • One Word/Sentence 	<ul style="list-style-type: none"> • On-Demand Writing Prompt at the end of the unit. • Published piece of writing from unit 	<ul style="list-style-type: none"> • Performance Based Assessment from the Teacher's College of reading and writing <ul style="list-style-type: none"> • http://readingandwritingproject.org 	<ul style="list-style-type: none"> • On-Demand Writing Prompt at the end of the unit. • Published piece of writing from unit

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
Summaries <ul style="list-style-type: none"> • 3-2-1 • Quick Write • Gallery Walk 			

Possible Assessment Modifications /Accommodations/Differentiation			
Special Education Students: <ul style="list-style-type: none"> • Break the assessment into manageable chunks. • Provide strategy cards for students use during writing assessment. • Provide various writing utensils and paper to accommodate the students. • Tell story on your fingers and then transfer to paper. • Physically cut a paper and insert blank paper in-between with tape. This will allow students to add in the missing elements in their writing. • Allow students to use a tape recorder to dictate writing ideas/sentences. • Brainstorm ideas using pictures or web. • Provide a word box for students to use while writing. • Provide students with a choice of topics. • Peer editing/Peer Revising 	ELL: <ul style="list-style-type: none"> • Break the assessment into manageable chunks. • Provide strategy cards for students use during writing assessment. • Provide various writing utensils and paper to accommodate the students. • Tell story on your fingers and then transfer to paper. • Physically cut a paper and insert blank paper in-between with tape. This will allow students to add in the missing elements in their writing. • Allow students to use a tape recorder to dictate writing ideas/sentences. • Brainstorm ideas using pictures or web. • Provide a word box for students to use while writing. • Provide students with a choice of topics. • Peer editing/Peer Revising 	At Risk Learners: <ul style="list-style-type: none"> • Break the assessment into manageable chunks. • Provide strategy cards for students use during writing assessment. • Provide various writing utensils and paper to accommodate the students. • Tell story on your fingers and then transfer to paper. • Physically cut a paper and insert blank paper in-between with tape. This will allow students to add in the missing elements in their writing. • Allow students to use a tape recorder to dictate writing ideas/sentences. • Brainstorm ideas using pictures or web. • Provide a word box for students to use while writing. • Provide students with a choice of topics. • Peer editing/Peer Revising 	Advanced Learners: <ul style="list-style-type: none"> • Learning contracts • Pres-assess a student prior to starting the unit to determine writing goals for the student. • Provide a student checklist for writing- possible above grade level expectation • Determine where students' interests lie and capitalize on their inquisitiveness. • Tiered Learning • Independent Research Projects • Divergent Thinking: Exploring the elements of fiction can be exciting if students are asked to improvise and think divergently about the stories. All students can benefit from the critical thinking that this strategy demands, and the teacher

Possible Assessment Modifications /Accommodations/Differentiation

<ul style="list-style-type: none"> • Create an outline • Provide graphic organizers to organize writing • Act out narrative and draw pictures to describe event • Rewrite the ending to a narrative or short story. • Classroom or personal Word Wall 	<ul style="list-style-type: none"> • Create an outline • Provide graphic organizers to organize writing • Act out narrative and draw pictures to describe event • Rewrite the ending to a narrative or short story. • Classroom or personal Word Wall 	<ul style="list-style-type: none"> • Create an outline • Provide graphic organizers to organize writing • Act out narrative and draw pictures to describe event • Rewrite the ending to a narrative or short story. • Classroom or personal Word Wall 	<p>can adapt it to more difficult content, depending on the ability and grade level of the students. Begin with fundamental questions: If you could change this, what would you change it to? How? Why? Then break down the different elements of a composition and discuss how specific changes would change the whole effect.</p> <ul style="list-style-type: none"> • Using fractured fairy tales to explore fiction. • <i>Creating a point of view.</i> Choose a person (or animal or object) in a prominent person's life and describe an event from this perspective. It could be the person's brother, sister, friend, dog, or even his/her favorite pen. As students begin to tell their stories, they discover how individual points of view create a different focus and perspective than the more "objective"
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Possible Assessment Modifications /Accommodations/Differentiation			
			biographies that synthesize information from multiple sources.

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i>)
<ul style="list-style-type: none"> • Cooperative learning • Peer Response Groups • Guided Writing Groups • Individual Writing Conferences • Think Alouds to model thinking while writing • Using Mentor Texts to provide examples of “crafting moves” • Graphic Organizers • Individual reading conferences • Individual writing goals • Guided Writing groups

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<u>Accommodations</u> <ul style="list-style-type: none"> • Large print textbooks • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel 	<ul style="list-style-type: none"> • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Concrete examples • Support auditory presentations with visuals • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Answers to be dictated 	<ul style="list-style-type: none"> • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking 	<ul style="list-style-type: none"> • Alternate assignments/ enrichment assignments • Provide texts at higher reading level • Extension activities • Pairing direct instruction w/coaching to promote self-directed learning

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Quiet corner or room to calm down and relax when anxious • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Rest breaks • Verbal and visual cues regarding directions and staying on task • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting • Reduce words on a page <p>Modifications</p> <ul style="list-style-type: none"> • No penalty for spelling errors (if assessing writing conventions) • Alternate learning goals/objectives • Change level of difficulty/complexity • Read passages aloud (if working on reading comprehension) 	<ul style="list-style-type: none"> • Hands---on activities • Work---in---progress check • Personalized examples • No penalty for spelling errors 	<ul style="list-style-type: none"> • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting 	

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> • Shortening assignment (if altering the complexity/rigor of the assignment) • Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards) • Reworded questions/problems in simpler language (changing rigor) • Highlighting important words or phrases in reading assignments • Modified rubrics 			

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
<p>List interdisciplinary standards indicating the following:</p> <ul style="list-style-type: none"> • Technology • Career ready practices • Financial literacy • Subject specific interdisciplinary • Career exploration <p>Standards are listed ad NJ SLS Standards and description are included</p>	<p>Technology</p> <ul style="list-style-type: none"> • Student use of Chromebooks/ computers for writing • Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts, 	<p>Creativity & Innovation- Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression <p>Information & Communication-</p>	<p>Creativity & Innovation- Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression <p>Information & Communication- Articulating thoughts and ideas clearly and effectively through speaking and</p>

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
		<p>Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <ul style="list-style-type: none"> Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions <p>Communication & Collaboration Demonstrate the ability to work with diverse teams Through flexible small group work and discussion, students will learn the rules for working with others.</p>	<p>writing</p> <ul style="list-style-type: none"> Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions <p>Communication & Collaboration Demonstrate the ability to work with diverse teams</p> <ul style="list-style-type: none"> Through flexible small group work and discussion, students will learn the rules for working with others.

Resources

Texts/Materials:

Lucy Calkins Writing Units of Study and all corresponding mentor texts

Materials:

- Chart paper, markers for Anchor Charts
- Student reading notebooks
- Index cards for word walls
- Index cards for teaching stop and jot strategies
- Individual book bags/ boxes
- Classroom library organized by genre
- Leveled readers for independent readers
- whiteboard/screen to display texts

Resources

Major Assignments (required):

- Unit Quizzes
- Common Summative Assessment
- On- Demand writing prompt

Major Activities (required):

- Interactive Read Alouds
- Mini-lessons
- Reading Response Journals